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ABSTRACT

This guide lists resources for inservice or preservice teacher instruction on the subject of child abuse and neglect. It lists 21 articles, 92 books, 21 films, and 2 kits. It covers both commercial and government publications, with publication dates ranging from 1969-1987. Topics covered include: physical, emotional, and sexual abuse; prevention, detection, reporting, and treatment; the aftermath of child abuse; high-risk child abusing families; school and community involvement; and interprofessional cooperation. The guide concludes with a description of activities and assignments to assist teachers in learning about child abuse, such as a pre-test/post-test, materials analysis, interviews, visitations, form completion, policy analysis, reporting decisions in various hypothetical situations, discussion questions, research topics, unit planning, role-playing, and book reports. (JDD)

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A Listing of Articles, Books, Films, and Activities for Use in Training Programs for Teachers Regarding Child Abuse and Neglect

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Child abuse and neglect is an issue that has come to the forefront of national attention. We as teachers play an important role in the identification and referral of child maltreatment. Those who are involved in training teachers in these areas of concern, either through inservice or preservice instruction, should find the listing of materials and activities to be useful in planning and presenting their sessions.

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Barb: Breaking the Cycle of Child Abuse. (1977). (28 minutes)
(MOTO) Cavalcade Productions: Schiller Park, Il.
Audience: General

Present and case history of woman who abused her infant daughter. Reporting to police, understanding reactions and coping are presented.

Source: University of Iowa, AV Center, Iowa City, IA.

Better Safe Than Sorry, Part I (1978). (15 minutes) (Vitascope)
Audience: Children 9 - 14

This film is narrated by children in the target age who suggest sensible ways to deal with dangerous situations: the child at home alone, hitch-hiking, the loiterer in the park, being followed by a car and being sexually approached. Incest and abuse in the home are not addressed. An excellent program for this age group.

Source: University of Iowa, AV Center, Iowa City, IA.

Better Safe Than Sorry, Part II (1983). (15 minutes) (Vitascope)
Audience: Children 5 - 9

Through dramatized situations, TV personality Stefanie Edwards teaches a group of children three simple rules to help them avoid potential sexual abuse: say 'no,' run away and tell somebody. A good, unthreatening film.

Source: University of Wisconsin at Madison Film Center,
Madison, WI.

Boys Beware (1974). (10 minutes) (Davis)
Audience: Teenage boys

A series of dramatized incidents show how boys may use common sense to avoid sexual attack. Designed for teenagers, this film offers warnings and suggests solutions to possible problems.

Source: University of South Florida Films, Tampa, FL. (Xerox).

Child Abuse: America's Hidden Epidemic. (1977). (26 minutes)
(Multi-Media)
Audience: General

An overview of the problem of child abuse, kinds of parents who abuse, types of abuse, which children are abused and the systems that deal with the problem.

Source: Multi-Media Productions, Stanford, CA.

Child Abuse and the Law. (1978). (27 minutes) (Pered)
Audience: Teachers

Outlines the responsibilities of educators in detecting and reporting child abuse. Legal, medical and social welfare experts answer teachers questions.

Source: University of Iowa Media Library, Iowa City, IA.

Child Abuse: Don't Hide the Hurt. (1978). (13 minutes) (AIMS)
Audience: Children

Tells children the importance of reporting abuse to a responsible adult. The story of Greg, an abused child, is dramatized.

Source: University of Wisconsin at Madison, AV Center,
Madison, WI.

Child Abuse and Neglect: What the Educator Sees. (1977).
Audience: Teachers

Discusses the identification of children who have been physically abused, neglected, sexually abused or emotionaly maltreated. Illustrates the unique vantage point that teachers and other educators have in identifying and responding to abused and neglected children.

(This filmstrip is included in the We Can Help curriculum, No. 187 available from the Council for Exceptional Children, Reston, VA.)

Child Molestation: A Crime Against Children. (1964) (13 minutes) (AIMS)
Audience: General

Conducts interviews with youngsters who have been molested and helped by counseling.

Source: University of Missouri, IMS, Kansas City, MO.

Child Molestation: When to Say No. (1978). (13 minutes). (AIMS)
Audience: Children

The film teaches children what they can do to protect themselves. Four vignettes are shown.

Source: Washington State University, IMS, Pullman, WA.

Child Molester. (1978). (20 minutes) (AIMS) (Summerhill Prod.)
Audience: Parents and Teachers

The film is based upon an actual case. Police films show the search and recovery of two girls bodies. Stresses the need for informing children of the existence of molesters.

Source: Washington State University, IMS, Pullman, WA.

Child Molesters: Facts and Fiction. (1972). (30 minutes) (Summerhill Prod.)

Parents and children discuss myths and facts about child molestation. A psychiatrist offers guidance in handling the child's experience.

Source: Southern Illinois University, Film Rental Library, Carbondale, IL.

Child Sexual Abuse, What Your Children Should Know. (1983). (60 minutes) (Inuavc)
Audience: Depends on film in series.

Made by the Seattle Illusion Theatre, introduced by Make Farrell and Cordelia Anderson Kent, this series of 5 films provides adults and children with information about child sexual abuse and strategies for avoiding it and/or dealing with it.

Program for Parents: (1 1/2 hours) - Discussion of child sexual abuse with a large studio audience of adults. Statistics and other information shared. Discusses sexual abuse and how to prevent it.

K - 3: (26 minutes) - Story telling techniques are used to develop coping strategies for young children faced with sexual abuse.

Gr. 4 - 7: (29 minutes) - Good touch/bad prevention techniques.

Gr. 7 - 12: (56 minutes) - Covers adolescent sexuality and what makes one susceptible to sexual abuse.

Senior High: (56 minutes) - Students discuss their ideas on sexual assault in a seminar format.

Source: Indiana State University, AV Center, Ierre Haute, IN.

Children in Peril. (1972). (24 minutes)
Audience: Adults

An investigation of child abuse and methods being developed for the prevention of the problem, the protection of abused children and rehabilitation of their parents.

Source: University of Arizona, Microcampus, Tuscon, AZ.

Don't Get Stuck There. (1980). (14 minutes) (Vitascope)
Audience: Youth 10 - 18

This film about adolescent abuse is a series of interviews with adolexcent victims about their experiences and problems and where they found help. The file deals with physical, sexual and emotional abuse.

Source: Washington State University, Instructional Media Services, Pullman, WA.

Girls Beware. (1974) (10 minutes) (DAVS)
Audience: Young girls

This film is designed to alert young women to the possibility of sexual attack. Four frankly dramatized situations are used to illustrate some of the danger signals which should be recognized by all teenagers. This film also offers some solutions.

Source: Portland State University, Portland, OR.

Isolation. (1982). (40 minutes)
Audience: Mature adolescents and adults

A strong drama about a teacher who suspects a child in his class is beaten. Should he intervene? In flashback, he remembers another child, the sone of a friend, who was also beaten - but he didn't get involved. The film addresses the issue of reporting responsibilities. (In Dutch with English subtitles.)

Meeting Strangers: Red Light, Green Light. (1969). (21 minutes)
Audience: Children

Typical situations are acted out for young children to show them how to recognize and rebuff advances of probable child molesters. Very tastefully done, this does not scare or encourage an attitude of general distrust.

Source: University of Arizona, Microcampus, Tucson, AZ.

Touch. (1984). (34 minutes) (MTI)
Audience: Children 6 - 12

Lindsay Wagner, Cordelia Anderson Kent and the Illusion Theatre work together with a small group of children. They discuss and demonstrate different kinds of touch, including sexual abuse; and also refer to strategies for children to use in dealing with confusing and discomforting touch. User Guide available.

Source: Washington State University, IMS, Pullman, WA.

Who Do You Tell? (1979). (12 minutes) (MTI)
Audience: Children

If you are a child and you need help, see a fire, get lost or get uncomfortable when an adult gets too close. WHO DO YOU TELL? Using a combination of animation and live dicussion by kids, this film offers solutions to some problems which all kids may face. Although most of the situations are familiar ones, the film may be used to begin discussions on child abuse and incest. Group leaders should preview the film and be prepared to answer questions on these topics.

Source: Indiana State University, AV Center, Terre Haute, IN.

Whose Child is this? (1979). (28 minutes) (MOTO)
New York: Learning Corp. of America.
Audience: Teachers

Signs of withdrawal in one of her students leads a teacher to discover that the child is being physically abused by his father. Dramatizes legal steps which result from report of discovery.

Source: University of Iowa, AV Center, Iowa City, IA.

Berry, J. & McBride, K. (1984) Keep your child safe from sexual abuse. Newark, NJ: Parade.

1 cassette (20 minutes) with booklet.

Tells parents what sexual abuse is, how it happens, who the victims are, how to prevent it, etc.

We Can Help. (1979). Specialized curriculum for educators on the prevention and treatment of child abuse and neglect. National Center on Child Abuse and Neglect, Reston, VA: Council for Exceptional Children.

2 filmstrips, 35 mm, 2 cassettes, 10 transparencies and worksheet masters, trainers guide in container.

"An in-service curriculum with two sound-filmstrips, intended to enable educators to deal effectively with child abuse and neglect problems they may encounter in school. Includes basic information and presents a school organizational approach to providing support services for maltreated children and their families."

ACTIVITIES AND ASSIGNMENTS TO ASSIST TEACHERS IN LEARNING ABOUT CHILD ABUSE

1. Pre-test - Administer a pre-test at the beginning of the course to assess the level of the students' knowledge and their views on various topics. Possible questions include:

   a. List symptoms of physical abuse.

   b. List symptoms of sexual abuse.

   c. List symptoms of emotional abuse.

   d. List symptoms of neglect.

   e. List characteristics of abusers.

   f. Is there such a thing as an "abusable child" who brings abuse upon himself?

   g. Should child abuse be a topic of concern for educators?

   h. List requirements of the New York State law on child abuse.

   i. If you saw signs of possible abuse, but the parents and child denied this and your administrator didn't want to report, would you report this or not?

   j. Will reports of abuse cause the abused child to receive more abuse?

2. Post-test - Use the same questions as above at the end of the course. Word the questions such that pre and post-test answers can be analyzed via computer scoring.

3. Materials Analysis - Assign students to obtain books, films, etc. regarding different types of abuse and evaluate these for comprehensiveness, accuracy, intended audience, etc.

4. Interviews - Assign students to interview a person involved in the child abuse issue. (e.g., a teacher who has made a report, parent, child, fosterparent, social worker, emergency room physician, etc.) This interview is then written or presented to the class.

5. Visitation - Assign students to visit an agency involved with child abuse (e.g., hotline, placement agency, safe-house, protective services.) The visitation perceptions are then written or presented to the class.

6. Form Completion - Assign the students to initiate a mock report of child abuse. Have them call the hotline number to request a form if the school system does not have a reporting policy.

7. Policy Analysis - Assign students to investigate the reporting policy in their school. Have them evaluate its efficiency and recommend improvements in a written assignment. If a policy does not exist, have them outline one which they believe might be workable.

8. Reporting Decision - Given the following hypothetical situations:

   a. The parent threatened you last time you reported him.

   b. The parent threatens to "teach the little brat a lesson" for having told you of abuse.

   c. The child reports abuse to you, but no signs are evident.

   Ask the students whether they would file a report and/or what other avenues might be pursued. What factors influence one's decision to report?

9. Discussion Questions - Discuss the following questions at the appropriate point in the class.

   a. Agencies involved with child abuse have, in recent years, received cuts in federal funding even though reports of abuse have risen. Is this to be accepted and expected in a period of federal belt-tightening? Is it the role of the federal government to cure societal ills? Isn't it more important to have a strong defense, drivable roads, etc.? Isn't discipline under the domain of the family?

   b. Certain religious groups require their children to work in what are usually considered to be somewhat dangerous adult jobs (e.g., construction). Other groups believe in strong physical punishment to "beat the devil out of the child." To what extent do we respect the practices of these groups? When should agencies intervene?

c. At what point should children be removed from their parents custody? Consider frequency, intensity and type of abuse. What are the benefits of leaving the child with his or her abusive parents while they undergo therapy training.

d. Is our concern with child abuse merely a reaction of our liberal society which now exercises less control over children? We didn't seem to be so concerned with this issue 30 years ago.

e. Is there such a thing as an abuseable child? Some kids, after being removed from their parents, are placed in foster homes with people who have never abused a child previously. Yet, they abuse this child! Can certain children irritate any supervisory adult? Are these situations living out their assumed identity placed upon them by their parents?

f. Should we inform parents that we are reporting them from abuse?

10. Research - Assign the students to read and discuss the following resultss reported in McIntyre, T.C. (1987) Teacher awareness of child abuse and neglect. Child Abuse and Neglect. 11(1), 33-35.

a. Two thirds of professional educators support spanking as a school discipline policy.

b. Over half of principles use physical punishment with special education students.

c. The U.S. Supreme Court (Ingraham vs. Wright, 1977) ruled that a fourteen year old boy spanked by three school personnel with a two-foot paddle was not protected by the Eighth Amendment forbidding cruel and unusual punishment.

d. Only 10% of abuse reports originate from the schools.

e. Most teachers would not recognize the signs of abuse.

f. Most teachers are not fully aware of their requirements under state law.

g. Forty-three percent reported knowing their rights under federal law even though there is not a national law applying to them.

h. Those teachers who have had in-service or pre-service training in child abuse reported being more aware of the sings of abuse.

11. Unit Planning - Assign students the task of designing an instructional unit for teaching children about abuse and negelct. Have them outline lessons and list materials.

12. Role-Play - Role-play a situation in which the teacher is interviewing a child about suspected abuse.

13. Role-Play - Role-play a situation in which the teacher is informing a parent that he or she is being reported for abuse.

14. Outside Sources - See the attached listing of speakers and audio-visual materials for use in class.

15. In-Service Session - Assign students the task of designing an in-service presentation on child abuse for their school colleagues. Materials, information and guest speakers should be identified.

16. Discussion - Assign one or more of the articles listed in Part A to be read and discussed in class.

17. Book Report - Assign students the task of reading a book on child abuse which is marketed for general consumption. This may be a personal story or an information text. A written, analytic report is required.

18. Book Report - Assign students the task of reading a book (or article) directed toward professionals in another field. An analytic written report is required.